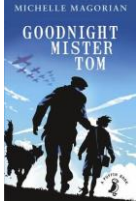
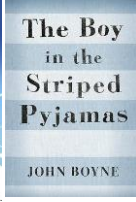

	YEAR SIX		
	AUTUMN	SPRING	SUMMER
TOPIC TITLE	Children in World War II Trading and Economics	Ancient Greece & Adventure	Natural Disasters Secondary Ready
READING TEXT	Goodnight Mr Tom  The Boy in Striped Pyjamas 	Bear Grylls - Spirit of the Jungle 	Creative writing – stand alone
ENGLISH	Historical narrative opening (drama/suspense) Diary entry (child) Non-chronological report (child audience) Character description Balanced argument –debate Persuasive letter (child/adult) Newspaper article (broad sheet) Setting description	Adventure narrative opening/closing (suspense) Diary entry (child/adult) Letter Persuasive advertisement Poetry Police report	Balanced argument (child/adult audience) Setting description Newspaper article (sensationalist) Non-chronological report Book report (student audience) Explanation text Fantasy narrative – opening/build up
English hooks	Air raid simulation experience Cosford RAF Museum Cenotaph visit	Peascroft Wood visit including survival activities	
	Handwriting: Kinetic Letters Spelling: National Curriculum 5-6 words		
MATHS	Number Place Value Addition, Subtraction, Multiplication & Division Fractions	Number Decimals Percentages Algebra Ratio	Geometry Properties of Shape Problem Solving Statistics Investigations

	<p>Geometry Position & Direction</p>	<p>Measurement Converting Units Perimeter, Area & Volume</p>	<p>KS2 Consolidation KS3 Preparation</p>
<p>HISTORY</p>	<p>Children in World War II Extended period of study Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Children in World War II. Extended Period of Study.</p>	<p>Ancient Greece Learn about Ancient Greece, a study of Greek life and achievements and their influence on the western world.</p>	<p>Crime and Punishment What do we mean by crime and punishment? What have been some of the main features over time? What have been some of the main changes over time to the types of crimes committed? How and why punishments have changed over time? How have our views on crime changed over time? How are they investigated? Make comparisons across justice systems from the past and today (for example, Roman laws, Anglo Saxon systems of justice, Norman laws)</p>
<p>GEOGRAPHY</p>	<p>Trading & Economics Human geography, including: economic activity, trade links and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Natural Disasters Describe and understand key aspects of physical geography including Volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p>	<p>How is our world changing and what does the future look like? Locational knowledge Locate the world's countries, using maps focusing on North or South America concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p>

SCIENCE	<p>Light</p> <p>What are reflections?</p> <p>Light travels in straight lines.</p> <p>Objects are seen from light reflecting into the eye.</p> <p>To investigate and explain how light sources work.</p> <p>To investigate and explain shadows.</p>	<p>Living things and their habitats</p> <p>Where do wild plants grow?</p> <p>Classify living things into broad groups (using common observable characteristics and similarities and differences), including microorganisms, plants and animals.</p> <p>Give reasons for such classifications.</p>	<p>Animals, including humans</p> <p>What can your heartrate tell you?</p> <p>Identify and name the main parts of the circulatory system.</p> <p>Describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the body.</p> <p>Describe the ways nutrients and water are transported within animals, including humans.</p>
	<p>Electricity</p> <p>To investigate voltage in a circuit and the impact it has on brightness and volume.</p> <p>Compare and give reasons for variations in how components function.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Evolution and inheritance</p> <p>Recognise that living things have changed over time and that fossils can provide us with information about this.</p> <p>Investigate living things and their offspring.</p> <p>Identify how plants and animals are adapted to suit their environment and that adaptation may lead to evolution.</p>	<p>Second look science</p> <p>Describe how living things are classified.</p> <p>Compare and group everyday materials using their properties.</p> <p>Conduct comparative and fair tests to test materials.</p> <p>Investigate the force of gravity.</p> <p>Identify the effects of air resistance, water resistance and friction.</p> <p>Recognise different mechanisms like levers, pulleys and gears.</p>

<p>ART AND DESIGN</p>	<p>Using charcoal and pastels to draw, blend and smudge. Cross hatching using a variety of materials. Painting and printing to create different effects. Using clay to create a sculpture linked to the topic. Artists: Victor Alfred Lundy (Russian born American) Hans Liska (Austrian male artist) Sketches made by Jewish children in the concentration camps Henry Moore's Shelter Drawings L S Lowry (British male painter) Naïve Art or Primitivism Designers: Hans Schweitzer (German designer).</p>	<p>Drawing, blending and smudging to create horizon pictures. Painting for textual effect mixing colours, shades and tones with confidence. Sculpture buildings and furniture. Artists: JW Turner (British male artist) Renoir (French Impressionist painter) Gustave Caillebotte (French Impressionist painter) Vincent Van Gogh (Dutch Post-Impressionist male painter) Sculptors: Rebecca Ringquist (American female fabric artist) Victoria Udondian (Nigerian female fabric artist) Designers: Sabrina Möllers (Female German furniture designer) Architects and Designers: Zaha Hadid Fariborz Sahba (Male Iranian architect)</p>	<p>Drawing-still life, blending, smudging, charcoal, pastels, using lines to emphasise. Using a variety of materials to cross hatch to create perspective and proportion. Printing and textiles using fabric. Sculpture using papier mache, Modroc using different techniques. Artists: Caravaggio (Italian male painter) J.W Waterhouse (Victorian British male member of the Pre- Raphaelite Movement) Peter Paul Reubens Lavinia Fontana (Italian female portrait painter) Sculptors: Myron and Phidias (Ancient Greek male sculptors) Exekias and Epiktetos (Ancient Greek male vase painters) Architects: James Hoban) Christian Heinrich Grosch, 'Fontana di Trevi' in Rome Filippo della Valle, Giovanni Grossi, and Andrea Bergondi (Italian male architects)</p>
<p>DESIGN AND TECHNOLOGY</p>	<p>Children in WWII Anderson Shelters (use tools safely and accurately, construct using permanent joins, strengthen a 3D framework. Using CAD Sir John Anderson (British Inventor)</p>	<p>The Greeks Slippers (Cut, pin, sew, stitch) (Sewing)</p>	<p>Storms - Let's Go Fly A Kite (Marking out, measuring, cutting, permanent joining techniques) Homan Walsh (American who used a kite to help build the Niagara Falls Bridge)</p>

	<p>Children in WWII Build a tank, capable of firing missiles (Complex mechanical and electrical systems to produce working tank that fires missiles, including cams, pulleys, pneumatics and gears) BAE (British Manufacturer of tanks)</p>	<p>The Greeks Salad Pita Wrap (Peeling, chopping, slicing, grating, mixing, spreading, kneading, baking (Cooking and Nutrition))</p>	<p>Complex Electrical Systems Complex electrical systems – bulbs, buzzers and motors to create a doorbell/alarm system</p>
<p>P.E</p>	<p>Athletics: Children will develop their athletic abilities across a variety of sports (running, throwing, jumping etc.) Invasion Games: Tag Rugby – children will learn the fundamental skills to play tag rugby and compete in team games.</p>	<p>Net and Wall: Badminton – children will develop their net and wall skills through the game of badminton and be able to compete against each other. Dance/Gymnastics: Street Dance and Gymnastic routines will be investigated and children will create collaborative routines to perform to each other.</p>	<p>Striking and Fielding: Cricket – development of hand-eye co-ordination and understanding of rules within a striking and fielding game. Develop the fundamentals of fielding and striking a ball. Outdoor Adventurous Activities (OAA): Team Games, Climbing and Orienteering will steer their development of agility, co-ordination and teamwork.</p>
<p>COMPUTING</p>	<p>Computer Science & Digital Literacy Computer Systems & Networks: <ul style="list-style-type: none"> - Explore how these systems work - How the Internet works - IP addresses & DNS entries Communication <ul style="list-style-type: none"> - Learn about how to keep safe when using technology. - Explore current online safety issues. </p>	<p>Digital Literacy & Computer Science Safer Internet Day – February</p> <p>Spreadsheets Spreadsheet terminology Formatting spreadsheets Exploring formulae Recording data</p> <p>Micro:bits Programming an external device Adaptation of block programming</p>	<p>Information Technology Digital Animator Understand how pixilation works. Created a storyboard. Develop an understanding of stop motion animation techniques. Use Onion Skinning to ensure continuity between frames. Use techniques of pixilation to create 'impossible' scenes. Edit work to create an animation. Including deleting and copying frames.</p>

	<p>Digital Programmer (Hopscotch) Further expand knowledge of Block Coding. Explore collisions and loops. Share completed projects with others. Assess own work and the work of others.</p>	<p>Sensing If, then, else (Conditions) Decomposition Programme flow</p>	<p>Evaluate animation against a success criteria.</p> <p>Digital Music Analyse, plan, create and evaluate own piece of digital music to accompany a short film or montage of images or film. Develop understanding of appropriate software and practise new skills.</p>
<p>MUSIC</p>	<p>Happy Style: Pop/Motown Topic and cross-curricular links: What makes us happy? Video/project with musical examples.</p>	<p>Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra. Topic and cross-curricular links: Literacy and history, www.fridayafternoonmusic.co.uk. The historical context of Gospel music and Bhangra.</p>	<p>Music and Me Style: Contemporary, music and identity Topic and cross-curricular links: Celebrating the role of women in the music industry.</p>
	<p>Classroom Jazz 2 Style: Jazz, Latin, Blues Topic and cross-curricular links: History of music - Jazz in its historical context.</p>	<p>You've Got A Friend Style: The Music of Carole King Topic and cross-curricular links: Her importance as a female composer in the world of popular music.</p>	<p>Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 6 Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
<p>R.E</p>	<p>What will make Wolverhampton a more respectful community?</p>	<p>Christian Aid, Khalsa Aid, Islamic Relief: Can they change the world?</p>	<p>Values: what matters most?</p>

<p>Languages</p>	<p>Notre Ecole (Our School) Places around school – verbs. Singing in French. Describe people, places, things and actions orally and in writing. Write a letter about school in detailed sentences. Speaking and listening.</p>	<p>Le Passe et le Present (Then and now) Foods/types of shops. Compare past and present shops and clothes, as well as describing clothes). Reading and writing comparisons. Rhyming patterns. Understanding basic grammar including feminine and masculine forms. Audio presentations.</p>	<p>Monter un café (Creating a café) Ordering food items. Types of packaging/containers. Reading words and phrases in French. Describing types of menus. Dictionary work. Performance skills. Create café song/play Letter strings that are pronounced the same but spelt differently.</p>
	<p>Notre Monde (The world about us) Countries/continents. Reading key words in French. Hearing songs in French. Reading and writing labels and captions. Map work. Phrases to describe the weather and animals. Songs/rhyme and patterns of sounds.</p>	<p>Ici et al (Out and about) Prediction skills. Reading descriptions. French using positive opinions. Fun/fair rides. Likes and dislikes. Describing characters and types of movies. Using French money and numbers to write and read the prices of fairground rides.</p>	<p>Quoi de neuf? (What's in the news?) Describe characters in magazines. Speaking and listening. Reading characters opinions – magazines. Describe a TV schedule. Survey on preferred TV. Collecting and recording data. Present TV broadcast. Create and present a TV schedule. Presenting ideas orally.</p>
<p>PSHE</p>	<p>How can we keep healthy as we grow? Health and Wellbeing - Looking after ourselves; growing up; becoming independent; taking more responsibility</p>	<p>How does the media influence people? Living the Wider World - Media literacy and digital resilience; influences and decision-making; online safety.</p>	<p>What will change as we become more independent? How do friendships change as we grow? Different relationships, changing and growing, adulthood, independence, moving to secondary school.</p>

ATTITUDES FOR LEARNING	Resilience Collaboration Ambition Drive	Tolerance Independence Integrity Respect	Reflectiveness Commitment Humility Planning
SPECIAL EVENTS/VISITS	University visit – raising aspirations Diwali Children in Need Stand up to Cancer Maths Week Remembrance Day Visit the Church for Christmas Service Air raid simulation experience Black History Week Anti-bullying Week	Number Day Peascroft Wood visit including survival activities Finance workshop SATs workshop for parents Art Week Animal Man Pancake Day World Book Day Easter Service Safer Internet Day Timepieces	Year 6 Residential Production Prom Sports Week Race for Life VE Day celebrations Secondary Transfer Visits Secondary preparations Leavers' Celebrations Inflatable Day Wet 'n' Wild